

VISIT...

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Tutor Teaching Tips

Repeated Reading • R-3

MATERIALS

Reading
Passage:
Part 1 (2 copies)

Timing device;
Graph

Reading
Passage:
Part 2 (2 copies)

Game cards;
Game board;
Markers

Introducing the Passage 5 minutes

Read part 1 of the passage *Speed* to provide a model of fluent reading. Read with expression at a normal reading pace, taking about one minute to read the passage.

Give the child a copy of the passage and have him/her read it with you. If he/she has difficulty, slow the pace or read small chunks (one or two sentences), and then have the child read each chunk with you until you have read the entire passage. Read the entire passage with the child one or two more times.

Building Fluency 5–10 minutes

Have the child read the passage out loud while you time him/her for one minute. As the child reads, place a check mark on your copy of the passage over each word that he/she misreads. If the child pauses for three seconds, tell him/her the word and mark it as an error. Do not correct errors during the reading. After one minute, tell the child to stop. Circle the last word the child read. Help the child plot the number of words read on the graph. The goal is 110 words per minute at at least 90% accuracy.

Discuss errors once the child has completed the reading. Discuss word-attack strategies such as sounding out parts of words, looking for smaller words or recognizable chunks within larger words, and thinking about how the meanings of words relate to other parts of the text.

Do not exceed more than four independent readings of a passage in a single session. If the child seems to have too much difficulty, drop to a lower level during the next tutoring session.

Checking for Understanding 5 minutes

Ask the child to retell the passage. Look for detail in his/her retelling. Give the child time to respond independently. If needed, prompt with the following questions:

Which animals are faster than humans? (cheetah, sailfish, peregrine falcon)

Why does the cheetah have to run fast? (it must capture food)

What is the fastest-moving animal? (peregrine falcon)

If time permits, repeat the steps above using part 2 of the passage, *Speed*.

Optional Activity 5–10 minutes

PLAYING A WORD GAME: Shuffle the game cards and stack them number-side down on the table. Have the child draw a card, read the word, and then give you the comparative (-er) and superlative (-est) forms of the word. For example, if the child draws *fast*, he/she should say *faster*, *fastest*. Remind the child that some words will use *more* and *most*, rather than different endings, to form comparatives and superlatives. Have the child check the answer on the back of the card. If the child is correct, he/she gets to move on the game board the number of spaces indicated on the card. If the child is not correct, he/she returns the cards to the bottom of the stack, and it is your turn. Repeat the game as time permits.

Part 1

When we watch a track meet or other sporting event, we cheer 12
 for the fastest runners. But compared with other living things, 22
 humans are not all that fast. 28

The cheetah is the fastest living thing on land. The cheetah 39
 depends on its speed to capture food. For many animals, survival 50
 often depends on being faster than the animal that is chasing you. 62

Fish swim much faster than humans due to their more streamlined 73
 bodies. The fastest fish is the sailfish. 80

The fastest thing alive moves through the air. It is the peregrine 92
 falcon. This falcon reaches speeds of 270 miles per hour as it 104
 dives to capture other birds in flight. Even sailfish and cheetahs 115
 are slow compared to the falcon. 121

But humans are not limited by our bodies in order to move from 134
 place to place. We use our brains to come up with ways to 147
 travel faster. 149

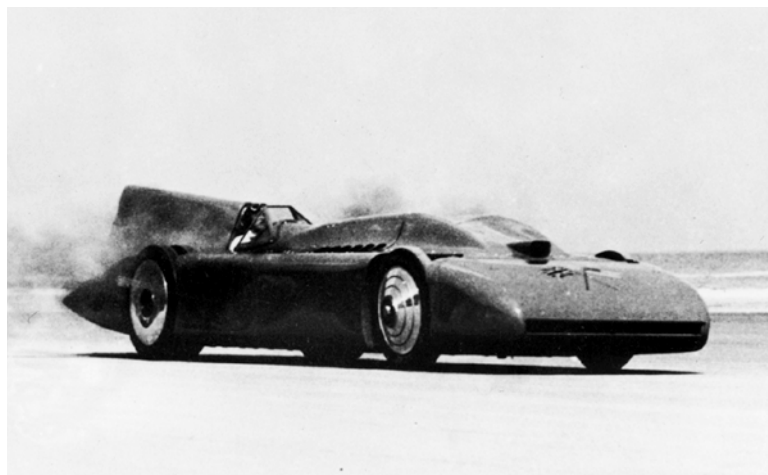


The fastest living thing, a peregrine falcon

Part 2

In the early 1900s, there were no paved roads for cars to drive 13
 fast on. People found that they could drive on the hard-packed 25
 sand on ocean beaches at low tide. For many years, the fastest 37
 speed records were set on beaches. People discovered that they 47
 also could drive fast on dry lake beds in the desert. Places like 60
 the Bonneville Salt Flats in Utah and the Black Rock Desert in 72
 Nevada are flat, open areas extending for miles. Vehicles are 82
 safely driven at high speeds over these dry lake beds. 92

The first airplanes used engines that drove propellers. About 101
 forty years later, the jet engine was invented, and the speed 112
 of aircraft really increased. Can you imagine flying all the 122
 way across the United States in one hour and fifteen minutes? 133
 The fastest jets today could make that trip, if they didn't have 145
 to refuel. 147



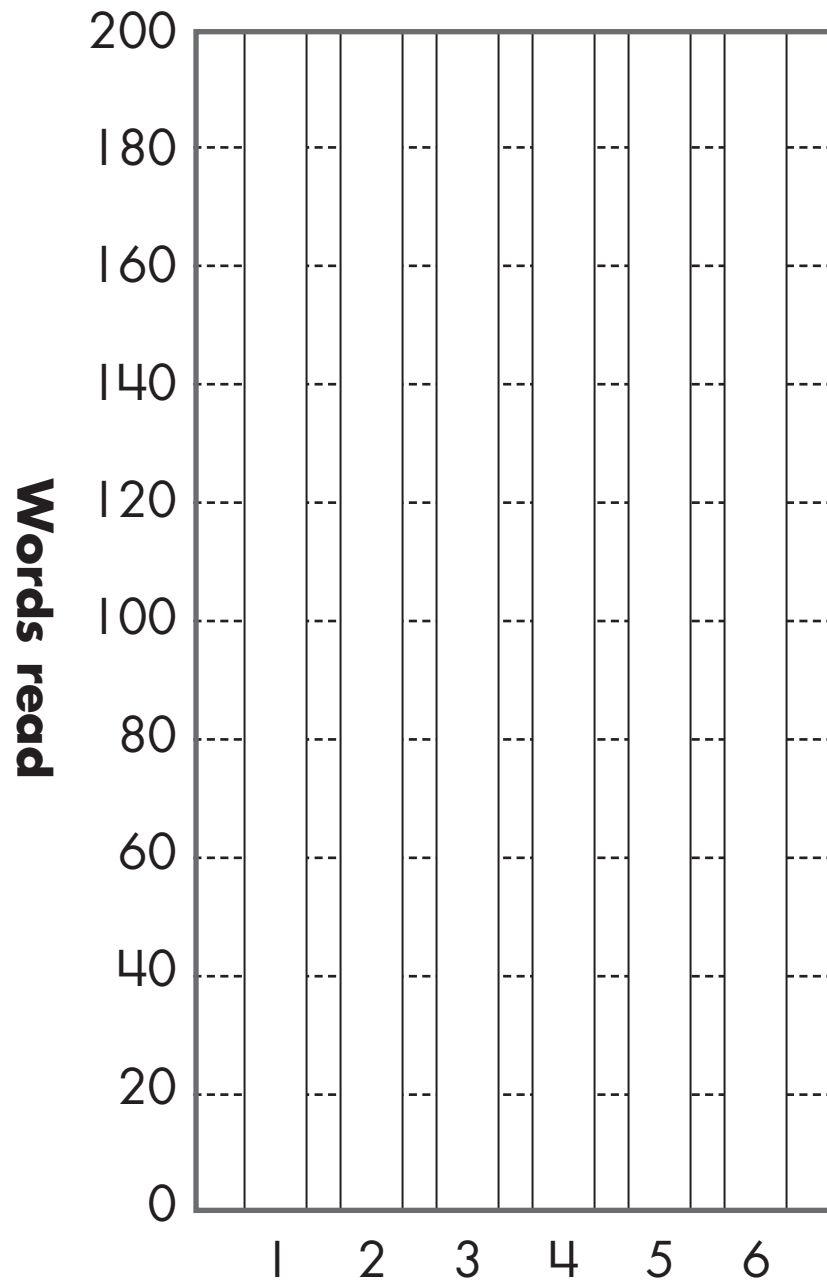
Sir Malcolm Campbell in one of his Bluebird cars trying to set a new world land speed record on Daytona Beach, Florida, 1934

Fluency

Repeated Reading Bar Graph

Lesson R-3

Name _____ Date _____



Number
of errors: _____
1 2 3 4 5 6

Directions: These game cards are two-sided. Print or copy back-to-back to make one set of cards.

Fluency



Game Cards (FRONT)

Lesson R-3

fast

slow

streamlined

hard

flat

dry

high

swift

important

open

low

lively

smooth

late

early

careful

Directions: These game cards are two-sided. Print or copy back-to-back to make one set of cards.

Fluency

Game Cards (BACK)

Lesson R-3



harder hardest 1	more streamlined most streamlined 5	slower slowest 2	faster fastest 1
swifter swiftest 2	higher highest 2	drier driest 1	flatter flattest 1
livelier liveliest 3	lower lowest 2	more open most open 4	more important most important 3
more careful most careful 3	earlier earliest 2	later latest 1	smoother smoothest 2

